

5. The student will apply the insights concerning justice to case studies of discrimination, affirmative action, etc. and understand these contemporary social questions, which are primary areas of the debate over justice in American society.

II. References and Texts

A. Instructor References:

1. Ethics and the Military Profession, Chapter 5B
2. Case Studies in Military Ethics, Chapter 5
3. Plato Research at Stanford University's website:
<http://plato.stanford.edu/entries/justice-distributive/>
4. Tuskegee Airmen website at
<http://www.wpafb.af.mil/museum/history/prewwii/ta.htm>
5. USNA Blackboard at <http://www.blackboard.usna.edu/>

B. Student Texts and References:

1. Ethics and the Military Profession, Chapter 5B
2. "Walking a Fine Line," Case Studies in Military Ethics, pp. 167-176
3. Plato Research at Stanford University's website:
<http://plato.stanford.edu/entries/justice-distributive/>

C. Instructional Aids:

1. VCR/Monitor or projection system
2. PowerPoint slides and projection system
3. Video Segments (optional):
 - a. Billy Budd (USNA video clip)
 - b. Tuskegee Airmen (USNA video clip)

III. Instructor Notes

A. This is a seminar and group discussion-oriented lesson and is established as a 1.5-hour block of learning. A variety of contemporary articles and current events can be used to facilitate this discussion.

B. Use the Rawlsian Role Play exercise to involve the class in determining justice and equality in society.

C. In preparation for the follow-on class "Virtue Ethics", the instructor should reiterate Rawls' views regarding distributive and retributive justice. The students should understand that the central element of these views is that persons should not be unduly